DOCUMENT RESUME

ED 391 917 CE 070 780

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TITLE Partnerships Survey Report, 1995. School-Business Partnerships in Alberta.
INSTITUTION Alberta Dept. of Education, Edmonton. Curriculum Standards Branch.
REPORT NO ISBN-0-7732-1769-X
PUB DATE 95
NOTE 35p.
PUB TYPE Reports - Research/Technical (143) -- Legal/Legislative/Regulatory Materials (090) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Career Exploration; *Cooperative Programs; *Educational Benefits; *Education Work Relationship; Elementary Secondary Education; Foreign Countries; *Institutional Cooperation; Partnerships in Education; *Relevance (Education); *School Business Relationship
IDENTIFIERS *Alberta

ABSTRACT

A survey of school jurisdictions and schools in Alberta was conducted in April 1995 to determine the current state of school-business partnerships. A total of 72 school authorities in Alberta of all types of systems were sent a school-business partnership survey form; 67 responded (93 percent). Eight school jurisdictions indicated they had a policy addressing school-business partnerships, whereas 59 indicated they did not. About half the schools had an individual who was responsible for school-business partnerships. An additional survey was sent to a selected sample of 1,376 schools in Alberta; 593 schools responded (43 percent). Of these respondents, 223 had a partnership, 370 did not, and 86 schools indicated they were in the process of establishing a partnership. The top five goals for the partnerships were as follows: promoting communication between school and business, influencing students to continue education, increasing knowledge of workplace expectations, expanding opportunities for career preparation, and enhancing career information for young people. The top five main activities of the partnerships, as ranked by the principals, were as follows: career exposure; use of equipment, facilities, and resources; field trips; job shadowing and mentoring; and classroom instruction. More than 90 percent of the schools judged the partnership to be successful or very successful. Key criteria for success included the following: frequency of participation, perception of success of specific activities, visible evidence of success as measured against established goals, positive relationships, and perceived benefits to the schools. Partnerships faced several challenges: the need for shared goals, time for training and planning, role expectations, communications, changes, and activities. The study concluded that school-business partnerships offer much to schools and to businesses in Alberta. (The report includes the survey forms and sample policies from three school districts' partnership programs.) (KC)

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PARTNERSHIPS SURVEY REPORT, 1995

School–Business Partnerships in Alberta

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Knight, Douglas.

A report on school–business partnerships in Alberta 1995 : school–business partnership survey, Curriculum Standards Branch report.

ISBN 0–7732–1769–X

1. Education, Cooperative—Alberta. 2. Industry and education—Alberta.
I. Title. II. Title: School–business partnership survey. III. Alberta. Curriculum Standards Branch.

LC1049.8.C22A3.K69 1995 373.27

For more information about this survey report contact: Deputy Director
Curriculum Standards Branch
Alberta Education

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EXECUTIVE SUMMARY

In April of 1995 the Curriculum Standards Branch conducted a survey of school jurisdictions and schools in Alberta to seek information on the current state of school–business partnerships. There was a need to determine the nature and extent of these partnerships in Alberta schools. This report summarizes the information provided by superintendents and principals and, where possible, makes comparisons with data collected in the 1992 survey.

School Jurisdictions: A total of 72 school authorities in Alberta, including public, separate, Francophone, and private, were sent a school–business partnership survey form.

- 67 responded: a return rate of 93%.
- 8 school jurisdictions indicated they had a policy addressing school–business partnerships, and 59 indicated that they did not.
- 36 of the 67 school authorities had assigned an individual, at the system level, the responsibility for school–business partnerships.

Schools: A selected sample of 1376 schools in Alberta, from a total of approximately 1800, were sent a copy of the school–business partnerships survey form. Only those schools in Calgary and Edmonton who were known to have a partnership were selected to receive the survey.

- **593 responded**: a return rate of 43%.
- **223 (38%) indicated that they had a partnership**; 370 (62%) did not.
  Note: The sample of responses received is not a random sample, and therefore should not be extrapolated to the entire population of schools in Alberta.
- **86 schools (21%)** of 406 responding indicated that they **were in the process of establishing a partnership**; 320 schools (79%) were not.
- The **top 5 goals** established for the partnerships, in order of importance to the schools, as ranked by the principals, were:
  1. promoting communication between school and business
  2. influencing students to continue education/training
  3. increasing knowledge of workplace expectations
  4. expanding existing opportunities for career preparation
  5. enhancing career information for young people.

  A total of 51 other goals were listed as important by the principals, and included social, educational, financial, motivational, attitudinal and marketing goals.
- The **top 5 main activities** of the partnerships, as ranked by the principals, were:
  1. career exposure
  2. use of equipment, facilities and resources
  3. field trips
  4. job shadowing/mentoring
  5. classroom instruction.

Other activities reported were:

- service projects, instructional activities, public events/recognition of learning, social activities, fund raising.

- **Degrees of Success**
  - 188 schools (56%) of 336, judged the partnership to be very successful
  - 133 (40%) rated their situation as successful
  - 2 (1%) as somewhat successful
  - 4 (1%) as unsuccessful
  - 9 (2%) were not able to judge the success of their partnership.

- **Key Criteria for Success Cited by Principals**
  - frequency of participation
  - perception of success of specific activities
  - visible evidence of success as measured against the goals that had been established for a particular partnership
  - positive relationships that were established between the partners
  - responsiveness to requests made by the school
  - perceived benefits to the school.

- **Challenges Facing Partnerships**
  - goals: the need for shared, worthwhile goals that will meet the needs of all parties
  - time: time for training, planning; being realistic about the amount of time available
  - roles, responsibilities and expectations: develop clear, realistic understandings
  - relationships: trusting, open, ethical
  - communication: understand what it takes to communicate well
  - changes: recognize the effects on changes in personnel, be responsive to internal and external changes
  - activities: establish meaningful activities, be creative or borrow from others.

- The **benefits** realized from the partnerships, as ranked by the principals, were:

  To Schools
  - educational, financial, social, relational.

  To Business Partners
  - human resource development, labour, access to resources, financial, social, public relations, advertising and marketing.

  To Others
  - students, parents, district, community, society.

Conclusion

Existing school–business partnerships have demonstrated that they offer much to schools and businesses in Alberta. The information contained in this report provides new benchmark data and valuable information to assist others in establishing school–business partnerships.

INTRODUCTION

In April of 1995 the Curriculum Standards Branch conducted a survey of school jurisdictions and schools in Alberta to seek information on the current state of school–business partnerships. There was a need to determine the nature and extent of these partnerships in Alberta schools. This report summarizes the information provided by superintendents and principals and, where possible, makes comparisons with data collected in the 1992 survey.

1992 Survey. In 1992 a survey of schools and businesses in Alberta was conducted by Alberta Education in cooperation with The Alberta Chamber of Resources, and other partners, to answer a variety of questions about business–education partnerships. Readers may wish to refer to the report *Skill Development: Partnerships in Education*, 1992, available from The Alberta Chamber of Resources, for a comprehensive overview of partnerships in Alberta, complete with innovative examples and guidelines for successful partnerships.

Definition. A definition for the term 'partnership' was established as:

> a formal or informal agreement or understanding among educators, business and others for the purpose of helping students make a smooth transition to the workplace or to further study.

For further clarification, work experience and off–campus programs alone are not considered to constitute school–business partnerships, although they may be a part of an established relationship. Similarly, business 'sponsorships' are not the essence of partnerships, but they may be a component of it. A sponsorship is a financial relationship between a school and a business in which the business contributes monies, goods and/or services to the school in return for a heightened corporate awareness within the community.

1995 Survey. For this survey, forms were mailed to all school superintendents and a large sample (approximately 75%) of schools in Alberta. Superintendents were asked whether or not their systems had a board policy addressing school–business partnerships, and whether or not central office staff were assigned the responsibility for these partnerships. School principals were asked whether or not their schools were involved in partnerships with business, nonprofit agencies, or government departments; or were in the process of establishing any. For those schools already involved in partnerships, principals were asked a series of questions designed to determine more about the nature and extent of their partnerships.

Appreciation is extended to those individuals who took the time from their busy schedules to fill out and return the survey. For those who are considering entering into partnerships, this report provides practical information and bibliographical references.

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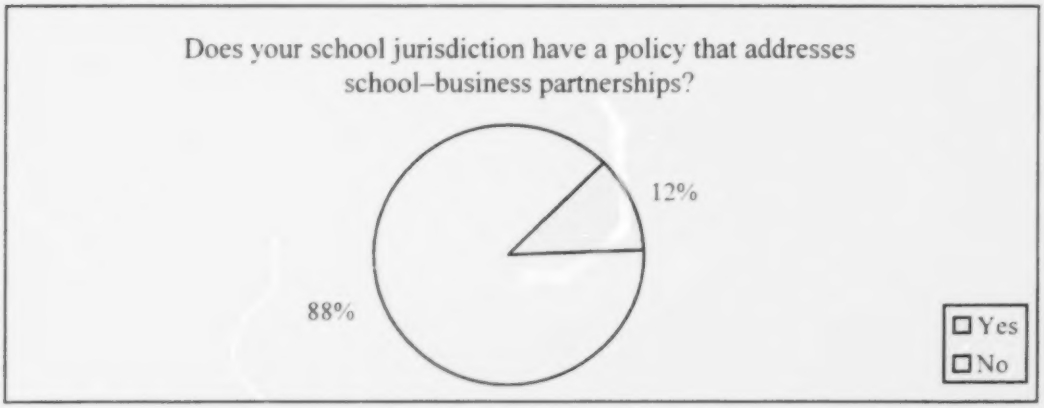
SUMMARY OF SURVEY INFORMATION

1. School Jurisdictions

A total of 72 school authorities in Alberta, including public, separate, Francophone and private, were sent a school–business partnership survey form (Appendix A). Of these, 67 responded, a return rate of 93%.

1.1 Policy

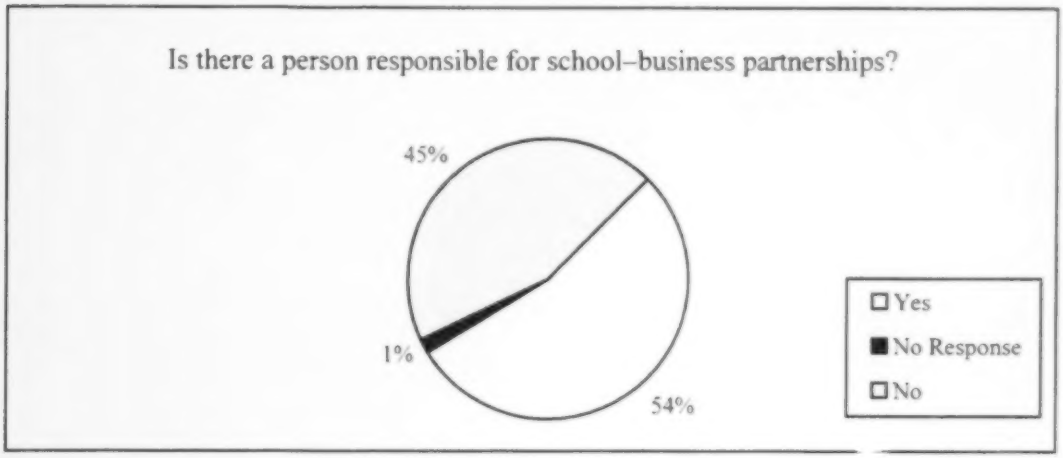
Of the 67 school authorities responding, 8 indicated that they had a policy addressing school–business partnerships, and 59 indicated that they did not. Several jurisdictions mentioned that they were in the process of developing a policy.



Of the 8 jurisdictions that have a policy, 7 submitted a copy with the survey return. (For sample policies, see Appendix B.)

1.2 Coordination

Thirty-six of the 67 school authorities had assigned an individual, at the system level, the responsibility for school–business partnerships.

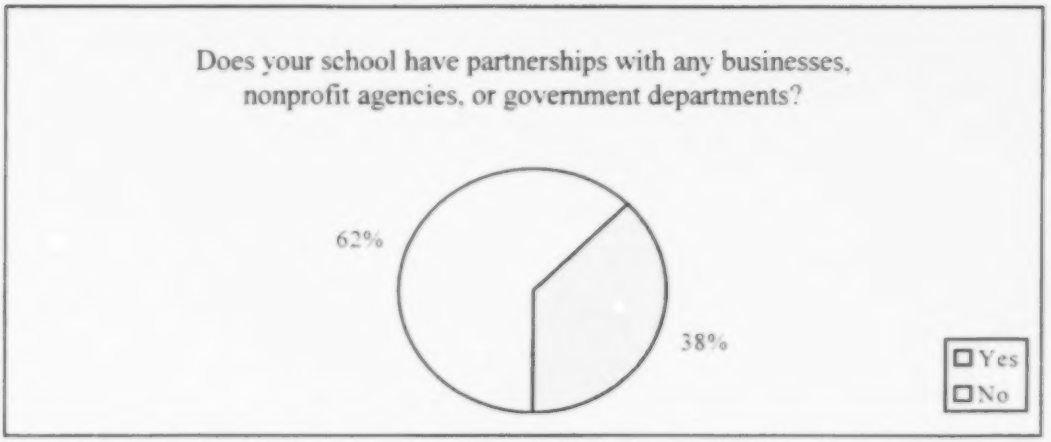


2. Schools

A selected sample of 1376 schools in Alberta, from a total of approximately 1800, were sent a copy of the school–business partnerships survey form. Only those schools in Calgary and Edmonton who were known to have a partnership were selected to receive the survey. From the sample there were 593 responses, a return rate of 43%. (It could be speculated that a higher percentage of schools who were engaged in partnerships may have returned the survey than those who were not involved.)

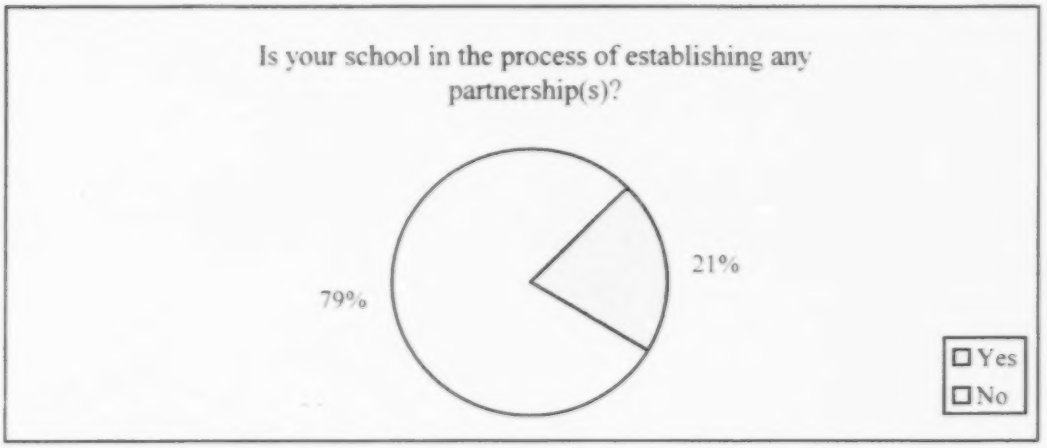
2.1 Participation

Of the 593 schools responding, 223 (38%) indicated that they had a partnership with a business, nonprofit agency or government department, and 370 (62%) did not have a partnership at this time. It should be noted that the sample of responses received is not a random sample and; therefore, should not be extrapolated to the entire population of schools in Alberta. (An estimate places the percentage of schools in Alberta with partnerships at about 15%–20%. Further research is needed to confirm these data.) No comparison can be made between 1992 and 1995 data as different types of information were collected regarding participation rates.



2.2 New Partnerships

Of the 406 schools who responded to this question, 86 schools (21%) indicated that they were in the process of establishing a partnership (26 of the 86 were already involved in a previous partnership), and 320 schools (79%) were not.



2.3 Goals

Principals were asked to rank the top five goals established for their partnership. They ranked goals as follows:

Goals Ranked in Order of Importance

1. **Promoting communication between school and business** (1992, 1995)
2. **Influencing students to continue education/training** (1992, 1995)
3. Increasing knowledge of workplace expectations
4. Expanding existing opportunities for career preparation

5. Enhancing career information for young people
6. Improving language, mathematics and science skills
7. Influencing curriculum development
8. Enhancing the image of careers in trade and technology
9. Enhancing the image of service industries
10. Drop-out prevention

In both 1992 and 1995 the same two goals were ranked first and second in importance.

A total of 51 other goals were listed as important by school principals. While these goals cannot be ranked from the data collected, they have been summarized to illustrate the breadth of intentions partnership programs have been designed to fulfill. While some of these goals are similar to the ones listed above, they have been included to illustrate specific meanings as reported by the principals.

- social goals:
  - provide some form of community service, develop a greater sense of citizenship, or to promote the interrelationships among schools, businesses and community

- educational goals:
  - provide enrichment or remediation activities for students
  - develop leadership skills
  - provide opportunities for students to have practical applications for their skills and knowledge, including social skills and specific skills, such as those developed in the fine arts

- financial:
  - raise monies for particular needs or general needs
  - better use of available human resources
  - better use of available physical resources, including such facilities and equipment as computers and other technologies
  - cost share arrangements for facility use

- motivational:
  - provide audiences for student performances, such as art displays in offices and public performances
  - provide opportunities for greater recognition of accomplishments
  - provide rewards, such as job placements; for student accomplishments; e.g., exemplary attendance

- attitudinal:
  - promote broader outlooks for all those involved
  - provide positive role models for students

- marketing:
  - increase understanding of the educational and business environments
  - improve public relations

2.4 Main Activities of the Partnerships

Principals were asked to indicate, from a list provided, the main activities of their partnership. These activities have been ranked by frequency of choice.

1.	Career exposure	154
2.	Use of equipment, facilities and resources	139
3.	Field trips	135
4.	Job shadowing/mentoring	129
5.	Classroom instruction	114
6.	Financial support for activities	105
7.	Scholarships/awards, special recognition	96
8.	Teacher professional development	55
9.	Tutoring	38
10.	Guidance/counselling	32
11.	Computer-based instruction	15

In the 1992 survey the most frequently cited activities of the partnerships were as follows.

1. Career exposure
2. Use of equipment, facilities and resources
3. Field trips
4. Classroom instruction
5. Job shadowing/mentoring

The first five main activities of partnerships have, it seems, remained largely unchanged since 1992.

Other Activities

A number of other activities were also reported by the principals, and a few examples of specific activities follow.

Service Activities

- visits to seniors
- volunteer help for community projects
- delivery of Christmas hampers

Instructional Activities

- working with small groups of students to provide enrichment or tutoring
- involvement with a student business club
- participation in employee training programs
- work experience options
- tutoring in mediation skills
- guest speakers

Public Events/Recognition of Learning

- award assemblies
- showcasing talent
- concerts, plays, debates
- sports days
- exhibitions

Social Activities

- pancake breakfasts
- volleyball games

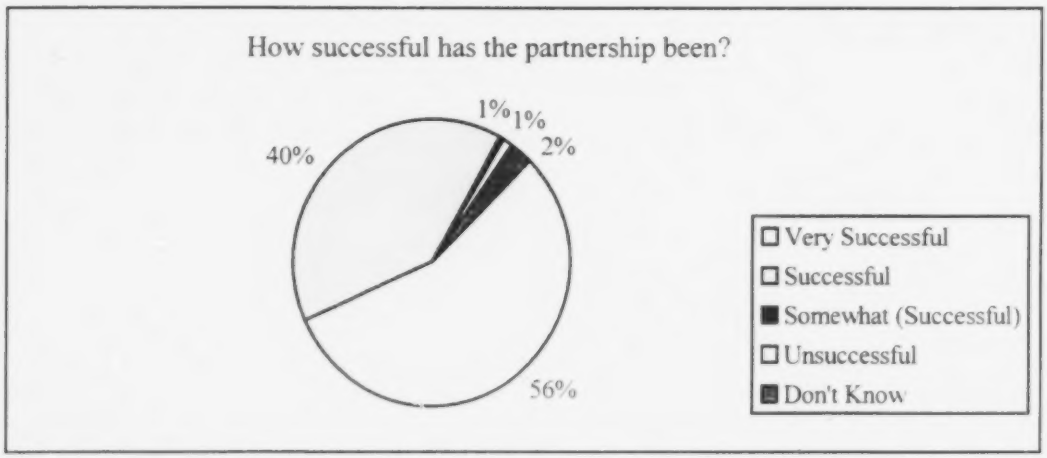
Fund Raising Activities

- selling products

2.5 Degrees of Success

There are a number of very successful partnerships in Alberta. In 1995 the partnership between Father Lacombe High School and PanCanadian Petroleum of Calgary won a national award from the Conference Board of Canada, (*Winning Partnerships*). In a 1994 Conference Board report on innovative partnerships, 3 of 14 case studies from across Canada were from Alberta.

For this survey, each school was asked to judge the degree of success of its partnerships. Of the 336 schools responding, 188 schools (56%) judged the partnerships to be very successful, 133 (40%) rated their situation as successful, 2 (1%) as somewhat successful, 4 (1%) as unsuccessful and 9 (2%) were not able to judge the success of their partnership.



Respondents indicated that they judged the performance of their partnerships by a variety of criteria. They also recognized that there were a number of factors that may have hindered the development of relationships, or impeded the achievement of goals. It is also inferred from some of the comments that there is a need for some partnerships to have goals and a clear mandate so that the participants have explicit expectations by which they can assess their performance. Readers may be interested in a document prepared by and available from The Conference Board of Canada, *Evaluating Business–Education Collaboration: Value Assessment Process*, 1993, which provides a decision-making tool and a technique for assessing how well partnerships achieve their objectives.

The following list of criteria for success has been synthesized from the many comments that were provided by respondents.

Criteria for Success Cited by Principals

- frequency of participation:
  - number of activities or events that were held over the year
- perception of success of specific activities:
  - number of volunteers that participated
  - amount of money that was raised
  - positiveness of the experience
- visible evidence of success as measured against the goals that had been established for a particular partnership
- enthusiasm displayed by the partner about the relationship in general
- flexibility of the partner to adapt to emerging needs
- communication skills of the participants
- positive relationships that were established between the partners
- responsiveness to requests made by the school

- endurance or continuation of the partnership over several years
- perceived benefits to the school:
  - labour provided
  - financial assistance provided
  - number of student jobs made available
  - enhancement of student skills
  - extent to which better understanding of each partner's values and attitudes was accomplished
  - extent to which viewpoints were shared.

Some partnerships have not been in operation long enough for the respondents to judge whether or not they were successful. Other partnerships have waned over time, as cited by the degree of activity, or inactivity, experienced in recent times. Several suggestions were made as to why some partnerships were not as successful as might have been expected.

Challenges to Success

- recent cutbacks or restructuring activities within the business or agency has diverted the partner's interest or ability to participate
- the hours of work of the employees of the partner have not been compatible with school hours
- work demands on school staff have hindered participation in partnerships
- poor response from parents to become involved in fund raising activities
- partnership not active enough; a need to engage in more activities

2.6 Challenges Facing Partnerships

School–business partnerships face a number of challenges, most of which are dealt with quite successfully as the preceding responses in 2.5 illustrate. There are issues of both a pragmatic and an ethical nature. Principals identified and provided responses to a variety of issues, which are summarized as follows.

Goals

- need for development of shared goals
- need to establish goals that are perceived as worthwhile and valued by each partner
- need to provide a balance in meeting the goals of both partners
- need to renew goals to create a dynamic relationship

Time

- recognize the demand on time for school staff and partner staff alike
- plan for time, coordinate activities
- provide time for training school staff and business staff who may need help in fulfilling their roles

Roles, Responsibilities and Expectations

- need to develop an understanding of roles, responsibilities and expectations for all participants in the partnership
- need to be realistic about what can be accomplished, given the resources available, including the number of people who are available and interested in participating

Relationships

- building open, trusting relationships takes time
- take the time to learn who your partner is, and give them time to learn about you
- 'rekindle' the relationship when necessary
- ensure that appropriate interests are protected, where necessary

Communication

- develop an understanding of what constitutes good communication between partners

Changes

- recognize the effects that changes in personnel, both school and business, will have on the partnership
- be responsive to internal and external changes that occur in the environment and that might affect the partnership; e.g., work cycles, restructuring activities

Activities

- establish meaningful activities that will motivate people to participate
- be creative; if you can't, borrow ideas from others

2.7 Benefits of Partnerships to Schools

Principals reported many benefits to their respective schools from having participated in partnerships. One principal commented that there may be an imbalance as schools were reaping more benefits from the relationship than were their business partners. The benefits that were reported have been summarized into four categories: educational, financial, social and relational.

Educational

- development of broader perspectives for students and staff
- increased awareness of the uses of technology
- greater access to professional services and expertise; e.g., guest speakers
- extension of learning beyond the classroom walls
- greater opportunities for students to learn and demonstrate interpersonal skills
- assistance with curriculum development; e.g., CTS modules, locally developed courses, such as Job Safety Skills 25
- increased motivation for students as they are exposed to the practical applications of what they are learning, greater involvement in goal setting, etc.
- greater exposure to positive role models for students
- increased opportunities for job shadowing and workplace visits
- greater exposure to career possibilities
- enhanced work experience opportunities
- possibilities for teacher training in specific technical areas
- enhanced opportunities for extracurricular activities for students

Financial

- funds raised for a variety of school needs
- equipment and materials provided
- direct services provided at no cost to school; e.g., expertise provided to set up computer hardware
- improvements made to facilities
- scholarships provided
- support provided for specific programs, such as hot lunches for students
- increase in opportunities for student jobs
- manpower for a variety of tasks; e.g., facilitating planning activities, 'buddy' reading programs
- increased adult to student ratio for specific instructional purposes

Social

- greater awareness of community service responsibilities
- enhancement of understanding the value of good citizenship

Relational

- improved links with the community
- improved links with the business community
- creating advocates for education
- expanded role for whole community in the education of students
- greater awareness of interdependency of society
- enhanced marketing of schools
- enhanced public relations
- morale boosts to school staff (greater appreciation of the work of educators)

2.8 Benefits to Business Partners

Principals were asked what they considered to be the benefits to their business partners. The responses to this question were extensive and diverse, reflecting the many different types of partnerships that exist. The comments have been synthesized into seven categories: human resource development, labour, access to resources, financial, social, public relations, and advertising and marketing. As this survey was not posed to the business partners, it must be noted that these are the perceptions of school principals. A survey of the business partners would provide a richer compendium to these findings.

Human Resource Development

- employees:
  - broader perspectives developed
  - opportunity to enhance skills; e.g., public speaking, giving présentations, practicum/training placements in school sites
  - enhanced job satisfaction
- future work force (students):
  - early investment in helping to prepare a labour pool for the future
  - specific training provided to some students
  - exposure for company to potential recruits
  - greater voice in educational programs
  - opportunity to help broaden student perspectives about business

Labour

- volunteer services provided by students
- access to labour pool for occasional paid, after-school work
- labour, such as office work, provided as work experience for students

Access to Resources

- use of school facilities; e.g., gymnasium, theatre, classrooms, computer labs
- access to teacher expertise

Financial

- art work provided for offices
- assistance to service organizations for fund raising

Social

- satisfaction derived from helping others
- opportunity to fulfill good corporate citizenship role
- greater awareness promoted of changes occurring in education and global environment
- opportunities for staff to engage in social/sports activities.

Public Relations

- opportunity for positive image of company to be projected
- positive exposure to future customers
- opportunity to engage in dialogue with the public about the company's business
- opportunity to recycle older equipment

Advertising and Marketing

- advertising opportunities available (discrete and conspicuous)
- exposure to potential customers or clients; e.g., school staff, students, parents, community
- opportunities to review products and services
- opportunities to present educational and training programs to students; e.g., safety in the workplace programs
- sites to showcase technology or products

2.9 Benefits to Others

Principals were asked how others have benefited from these partnerships. They responded by identifying five other groups: students, parents, school jurisdiction, community, society, and how each benefited.

Students

- students learn that their education is highly valued by respected members of the community and, in turn, feel personally valued by the community
- students develop a sense of satisfaction from their contributions to community service
- many students are benefiting from the scholarships and financial support provided for school programs
- student skills are enhanced by their experiences: their social skills and those derived from the business connections that are made

Parents

- parents develop a greater appreciation for the education being provided their children, particularly as they see students apply their school learning in practical situations

- parents become more aware of the role of the community in providing an education to students
- schools are recognized by parents as community resources, and that they provide an opportunity for more comprehensive services being delivered

School Jurisdiction

- school jurisdictions benefit financially from the support that schools are receiving
- jurisdictions may need to establish corporate relationships in order to receive sponsorship for specific programs or services; the school–business partnerships would likely provide a good foundation for future endeavours

Community

- as community groups become more aware of the benefits of school–business partnerships they are establishing their own partnerships with schools and businesses
- the community benefits in many direct ways from the services provided through and by partnerships

Society

- education is becoming broader and possibly more meaningful and relevant to the needs of society
- through these partnerships educational programs are being provided that reflect the world outside of schools; schooling is occurring in the community and in the workplace

3. Conclusion

There is significant interest, and activity, in school–business partnerships in Alberta. From the information and comments that were provided in the survey, there is every indication that partnerships are thriving and growing. They exist for many reasons, and work toward accomplishing many goals. The partners engage in a wide range of activities with varying degrees of frequency. There are many benefits, to all parties involved, and these benefits are perceived as being of sufficient motivation to maintain and extend the relationships. Some of the partnerships may be at a stage where they need help. It is hoped that many of the ideas that were shared by the principals, and summarized in this report, will be of assistance. For those who may need a source of new partnership activities, or a new focus and direction for their partnerships, there are many ideas worth reviewing.

There is also great potential for further partnerships to be established. The 1992 report, *Skill Development: Partnerships in Education*, and a how-to manual, *Skill and Educational Change: Making It Happen in Your Community*, 1994, prepared by the Alberta Chamber of Resources, may be of interest to those just starting out. In addition, reports published by the Conference Board of Canada (see Bibliography) may also be of assistance to the reader.

Many challenges were noted, but they were conveyed in a manner that suggests that these are challenges to be faced and resolved. Much can be learned from the experience of others, and there were many ideas that might help those who are interested in becoming more involved.

Existing school–business partnerships have demonstrated that they offer much to schools and businesses in Alberta. The information contained in this report provides new benchmark data, a valuable resource for further research and continued improvement. There is potential here for much more to happen, and for even greater benefits to result. The critical outcome is a better education for students and a richer understanding of the shared responsibility for education.

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255 Smyth Road
Ottawa, Ontario, Canada
K1H 8M7
Telephone: 613–526–3280
Fax: 613–526–4857

APPENDIX A

SURVEY FORMS

School–Business Partnerships Survey

Jurisdiction Form 21

School Form 22

SCHOOL–BUSINESS PARTNERSHIPS SURVEY

JURISDICTION FORM

Please complete the survey as indicated.

Name of School Jurisdiction

«Jurisdiction»

1. In addition to a Work Experience Off-campus Education policy, does your school jurisdiction have a policy that addresses school–business partnerships?

   ☐ Yes
   ☐ No

   If "yes", please attach a copy of the policy, and return it with this survey.

2. Is there a central office staff member in your school system responsible for school–business partnerships?

   ☐ Yes
   ☐ No

   If "yes", and that person is other than the Superintendent of Schools, please provide the following information.

   Name of Partnership Coordinator _____

   Title _____
   (Attach position/job description, if available.)

Thank you for completing this survey. Please return it by April 30, 1995, to:

Keith Wagner, Deputy Director
Curriculum Standards Branch
Alberta Education
5th Floor West, Devonian Building
11160 Jasper Avenue NW
Edmonton, AB T5K 0L2
Tel: 403–422–3257
Fax: 403–422–5129

SCHOOL–BUSINESS PARTNERSHIPS SURVEY

SCHOOL FORM

Please complete the survey as indicated.

Name of School: _____

1. Does your school have partnerships with any businesses, or with any nonprofit agencies or government departments, e.g., hospitals, service clubs?

☐ Yes
☐ No

If "No", please answer No. 2, and return the survey. If "Yes", skip No. 2, and complete the rest of the survey.

2. Is your school in the process of establishing any partnerships?

☐ Yes
☐ No

If "Yes", briefly describe what the partnership(s) will be with, and very generally, the purpose of each. (If more space required, please provide by separate attachment.)

_____

_____

_____

Please return survey responses by April 30, 1995, to:

Keith Wagner, Deputy Director
Curriculum Standards Branch
Alberta Education
9th Floor West, Devonian Building
11160 Jasper Avenue NW
Edmonton, AB T5K 0L2
Tel: 403-422-3227
Fax: 403-422-5129

3. Describe the partnership, as indicated below. (If more than one partnership, then photocopy the appropriate pages, itemize partnership number, complete accordingly, and attach.)

Partnership One

3.1 Organization Name:

_____

3.2 Organization Address:

_____

_____

3.3 Organization Contact or Liaison Person:

_____

3.4 School Contact or Liaison Person:

_____

3.5 Length of time partnership in place?

☐ Years

3.6 Number of students involved in this partnership?

☐ Elementary

☐ Junior High

☐ Senior High

3.7 Rank up to 3 goals (1–3) of the partnership, with No. 1 being the most important.

Goal	Rank
Enhancing career information for young people	
Enhancing the image of service industries	
Enhancing the image of careers in trade and technology	
Influencing students to continue education/training	
Improving language, mathematics and science skills	
Expanding existing opportunities for career preparation	
Increasing knowledge of workplace expectations	
Promoting communication between school and business	
Drop-out prevention	
Influencing curriculum development	

Other (specify): _____

_____

_____

3.8 Check [✓] the main activities of the partnership.

Activity	
Classroom instruction	
Career exposure	
Guidance counselling	
Job shadowing/mentoring	
Tutoring	
Field trips	
Scholarships/awards, special recognition	
Teacher professional development	
Financial support for activities	
Computer-based instruction	
Use of equipment, facilities and resources (businesses, schools or others)	

Other (specify): _____

_____

_____

3.9 How successful has the partnership been (check one)?

Very successful ☐ Successful ☐
Don't know ☐ Unsuccessful ☐

Comments:

_____

_____

_____

3.10 What kinds of challenges has the partnership faced?

_____

_____

_____

3.11 How has this partnership benefited:

a. the school? _____

_____

_____

b. the business partner? _____

_____

_____

c. others? _____

_____

_____

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APPENDIX *B*

SAMPLE POLICIES

Calgary School District No. 19

Partnerships in Education 25

Rocky View School Division No. 41

Partnerships Program 27

Divisional Partnership Advisory Council 29

Partnership Plan 30

Elk Island Public Schools Regional Division No. 14

Partnerships in Education 31

CALGARY SCHOOL DISTRICT NO. 19★

[PARTNERSHIPS IN EDUCATION]

POLICY 1,027 (Approved: November 27, 1990)

Partnerships in Education

The Calgary Board of Education encourages and supports the development of partnerships with local businesses and organizations for the purpose of enriching the learning experiences of students and increasing community understanding of public education.

REGULATION 1,027 (Approved: November 27, 1990)

Partnerships in Education

1. A Partnership is a direct, ongoing and mutually beneficial relationship, normally between an individual business or organization and a school. The focus in each partnership is on enriching student learning through the provision of volunteer time and expertise.

2. The Partnerships in Education Program is administered by the Communications Section with guidance from an advisory committee composed of representatives from the Board of Trustees, Alberta Education, Calgary Board of Education staff, and the community at large.

3. A local business, organization, school or CBE administrative unit may apply to participate in the program by filing a profile with the program coordinator.

4. An individual designated as program coordinator will promote the establishment of partnerships within the CBE and in the community at large and will guide and nurture the partnerships after they have been formed.

5. It is expected that each CBE partner will file an annual evaluation with the Communications Section.

6. A program handbook is made available to all prospective partners. It provides details on the formation of partnerships and operation of the program.

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ROCKY VIEW SCHOOL DIVISION NO. 41★

PARTNERSHIPS PROGRAM

POLICY (H 24 March 26, 1992)

I The Board believes that School–Community Partnerships that involve schools with business/industry, labor, governments, community organizations and agencies, strengthen instruction in academic skills and enrich the educational process. This may be facilitated through the unique human and physical resources that can be provided by the participating partners. The Board believes partnerships should improve the overall educational system and aid in community development.

GUIDELINES

I Partnerships are established by mutual agreement between two or more parties in order to agree on certain goals and to establish reasonable programs for achieving those goals.

A. Partnerships may be informal arrangements (verbal) or formal agreements (written). See procedures #I and #II.

B. Partnerships may be created for any specific purpose.

II Informal partnerships within a school shall receive the authorization of the school principal.

III Formal partnerships involving a school require the authorization of the principal and approval of the Superintendent or designate and the Board.

IV Student activities within the partnership require appropriate authorization as per current Board policy.

PROCEDURES

I Schools wishing to enter into formal partnerships will either:

A. indicate their willingness to enter a partnership agreement to the Superintendent/designate

or

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B. submit a proposal for a partnership agreement to the Superintendent/designate.

See Rocky View School Division Handbook on Partnerships Program.

II Formal partnerships shall receive Board approval.

III A Partnership Advisory Committee will be established by the Superintendent/designate to review and make recommendations regarding all formal Rocky View School Division partnerships and the Partnership Program.

Memberships may include:

A. Superintendent/designate (chair).
B. All principals with formal partnership agreements.
C. Principals wishing a formal partnerships agreement.
D. Business/industry/agency representatives.
E. Chamber of Commerce representatives.
F. Director of Planning and Public Relations or designate.

Meetings shall be called by the Superintendent/designate as required but at least one meeting every school year.

ROCKY VIEW SCHOOL DIVISION NO. 41★

DIVISIONAL PARTNERSHIP ADVISORY COUNCIL

TERMS OF REFERENCE updated April 12, 1995

MEMBERSHIP

Members are appointed by the Advisory Council for two year terms, renewable. Representation is sought from various areas of Rocky View and from both small and large organizations.

VISION FOR RVSD PARTNERSHIP PROGRAM

All RVSD schools are involved in mutually beneficial relationships with businesses and communities to enhance learning opportunities.

MISSION FOR RVSD PARTNERSHIP PROGRAM

To facilitate communication between RVSD schools, businesses and communities to explore opportunities that will lead to meaningful relationships.

PURPOSE OF THE DIVISIONAL PARTNERSHIP ADVISORY COUNCIL (ADV)

To provide advice and support to RVSD regarding ongoing development and implementation of partnerships.

FUNCTIONS OF THE ADV COUNCIL

- To assess recommendations brought forward for the development of partnerships.
- To evaluate and revise the Partnership Plan as needed.

REPORTING STRUCTURE

The ADV Council will make recommendations to the partnership coordinator, or to the Director responsible for partnerships, or to the Board of Trustees as deemed appropriate.

MEETINGS

The first Wednesday of each month of the school year from 4:30 – 6:00 PM.

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ROCKY VIEW SCHOOL DIVISION NO. 41★

PARTNERSHIP PLAN

I. Create awareness of partnerships within schools, organizations and businesses.

1. Present to parent groups, have each school appoint a partnership representative, have partnership reps meet to share information.
2. Media relations and on-going communication
3. Present to community and business organizations

II. Define School's Needs

1. Ask schools to fill out school profiles/needs analysis involving staff, students and school councils as much as possible.
2. Re-evaluate and update school profiles.

III. Facilitate partnership development after initial contact

1. Provide training and support
2. Evaluation process
3. Identify contacts, provide support

IV. Continue active involvement in the Calgary Educational Partnership Foundation

1. Teacher's in Business
2. Resource sharing initiative
3. Student Futures Conference
4. Employability Skills Portfolio Project
5. H.O.S.T.S. (Help One Student to Succeed) Projects as they arise eg. Ski Day
6. Career Resource Centres in secondary schools pilot

Rather than a job description per say [*sic*], it is the partnership coordinator's responsibility to carry out the above plan with the guidance of the Divisional Partnership Advisory Council.

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ELK ISLAND PUBLIC SCHOOLS REGIONAL DIVISION NO. 14★

[Formerly STRATHCONA COUNTY BOARD OF EDUCATION POLICY]

PARTNERSHIPS IN EDUCATION

POLICY (Approved: June 1992. Revised: Jan. 12/95 Approved as an interim policy for the Regional Division)

The Board will work together with business and industry in providing practical learning experiences for students, educators and business staff including an understanding of each others attitudes, values and beliefs.

DEFINITIONS

Community Partnership
A Community Partnership is an agreement between a school and the private sector to a mutually acceptable set of purposes and the means for achieving such purposes. (Alberta Education)
An association of two or more organizations or institutions for the purpose of carrying on an activity or enterprise which is mutually beneficial to all parties. (Phi Delta Kappa)

System Based Partnerships
A partner wishes to work with more than one school or school system. Some coordination of the partnership is required to facilitate the development of goals, objectives, allocation of resources and the evaluation format. Schools must designate an in-school coordinator. Evaluation of the partnership will be coordinated by the appropriate Supervisor, Instructional Services.

School Based Partnerships
A partner wishes to work with one school. Instructional Services will serve as a facilitator with the school and the business as arranged by the principal. Ongoing coordination, the setting of goals, objectives and evaluation of the partnership will remain with the school. The evaluation report is submitted to the Associate Superintendent, Instructional Services at the end of the school year or on termination of the partnership.

CODE OF ETHICS

All partners need to be aware of the Board's responsibility for students and the safeguards and procedures which have been and will be implemented.

The outcomes of partnerships must enhance the delivery of a quality experience based on the principles of a public education.

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No partnership should be designed which might expect or encourage the Board to sign away the legal and moral responsibilities which they assume.

Partnerships must be designed and function at the highest levels of community expectations for the schools.

All safeguards related to the well being of students must be evident in the operational plan.

GUIDELINES

1. The principal/designate will be the primary decision maker regarding the operation of a partnership in their school.

2. Assistance for principals with interpretation of Board policy or in the implementation of a partnership is available by contacting the Director, Continuing Education, Instructional Services.

3. The attached flow-chart depicts the method for implementing partnerships.

4. A Foundation has been established to provide financial support for the objectives which are established by partnerships. This Foundation operates as a separate unit from partnerships and has its own executive.

PROCEDURES

1. Refer to attached flow-chart.

2. Partners may contact the school directly or the Director, Continuing Education.

3. The Director, Continuing Education, and the appropriate Supervisor, Instructional Services, will meet with the interested partner to determine the nature and intent of the partnership.

4. The Director, Continuing Education and the appropriate Supervisor, Instructional Services, will assist in the development of a system partnership.

5. If the partner is interested in working with only one school the terms of interest will be communicated to the principal by the Director, Continuing Education. Contact between the school and the partner is the responsibility of these two participants. If a partner makes direct contact with a school, the school should contact and work with Instructional Services in the primary stages of the partnership development.

6. Implementation of a school based partnership shall be done by school staff.

7. Implementation of a system based partnership shall be through the appropriate Supervisor, Instructional Services, and the Director, Continuing Education in cooperation with a school based coordinator.

8. Evaluation of the partnership must be completed and communicated to all participants.

9. The Principal/designate in consultation with the partner makes a decision whether or not to continue a school based partnership. For a system based partnership, the decision is made by the Supervisor, Instructional Services, who is involved in the partnership and the Director, Continuing Education, in consultation with the partner and the school principal/designate.

PARTNERSHIPS